

# Childminder Report

**Inspection date**

2 November 2017

Previous inspection date

20 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder observes the children closely as they play and makes effective assessments of their development. This includes the progress check for children between the ages of two and three years which is completed with great detail and accuracy.
- Children's communication and language skills are fostered particularly well. For example, the childminder narrates effectively as children play and asks them questions that prompt them to respond.
- Children make good progress and develop the necessary skills in readiness for school. For instance, they learn to cooperate, share and take turns. The childminder shares her expectations with children to help them learn about positive behaviour.
- The childminder offers a nurturing environment where children thrive. She spends time getting to know children well which helps her to meet their individual care needs effectively. Children form a positive bond with the childminder and show a strong sense of belonging in her care.
- The childminder establishes strong professional relationships with parents and other early years providers. For example, she uses information from parents and others to strengthen the ongoing assessments and promote good continuity in each child's learning experiences.

### It is not yet outstanding because:

- Occasionally, during craft activities, the childminder does not fully exploit opportunities for children to explore their own imaginative ideas and creativity.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- provide further opportunities for younger children to develop their own imaginative ideas and think creatively for themselves.

### Inspection activities

- The inspector observed the interactions between the childminder and children during play activities.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector took account of the views of parents expressed in written testimonials and questionnaires.
- The inspector sampled a range of documentation, including records of assessment and evidence of training and the suitability of household members.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a positive approach to improving outcomes for children. For example, since the last inspection, she has worked hard to develop richer opportunities for children to learn outdoors. The childminder continues to attend training and liaises with other childminders to help her to establish further plans for improvement. Safeguarding is effective. There are robust procedures and measures to help promote children's safety and well-being. The childminder purposefully keeps abreast of local safeguarding procedures and maintains a good understanding of how to identify concerns about a child's welfare. There are particularly rigorous arrangements for assessing risks when children are taken on outings. For example, children are supervised closely and given clear guidance about road safety when walking to collect others from school.

### Quality of teaching, learning and assessment is good

The childminder successfully builds on children's changing interests and experiences outside of the setting. This helps to foster their involvement and motivation to learn. For example, the childminder prompts children to recall their previous experiences of seeing farm animals while exploring a small-world farm. Books are a key feature of the provision. For example, two-year-old children often help themselves to books and sit for long periods turning the pages and studying the illustrations. The childminder skilfully asks them questions to extend their speaking skills as they point to familiar characters. There are good opportunities for children to concentrate on solving problems. For example, the childminder offers them puzzles which involve extra challenge.

### Personal development, behaviour and welfare are good

Children show that they are happy, settled and respond well to the routines. For example, they happily engage in calmer activities after lunch which help them to rest and restore some energy. The childminder teaches children to develop a strong sense of responsibility. For example, she instils in them the importance of helping to tidy away the jigsaw puzzles before accessing alternative resources. The childminder provides plenty of school-themed activities and resources to help children to look forward to their future transition to school. For example, children are provided with school bags and enjoy using these to carry books like their older siblings at the local school. Children have good opportunities to develop an appreciation for the origins of healthy foods. They harvest the strawberries and tomatoes they grow at the setting.

### Outcomes for children are good

Children make good progress from their starting points and learn a range of skills that prepares them well for their future learning. They develop their mathematical skills particularly well. For example, children use different tools, including bricks and metre rulers, to measure and compare the heights of the plants they grow. Children develop their physical skills well in preparation for writing at school. For example, two-year-old children demonstrate good control in creating lines and circles when using crayons. Older children show developing physical dexterity when using scissors to cut strips of paper.

## Setting details

<b>Unique reference number</b>	250798
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1063807
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 December 2013
<b>Telephone number</b>	

The childminder registered in 1990 and lives in Stowmarket, Suffolk. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

